

**STATE BOARD ADVISORY PANEL
FOR SPECIAL EDUCATION**

The Arizona State Advisory Panel for Special Education held a meeting at the Arizona Dept. of Education, 1535 W. Jefferson, Room 417, Phoenix, Arizona, on January 17, 2012, from 9:30 am – 3:30 p.m.

Members Present

Lisa Aaroe
Lisa Bernier
Ronald L. Clanton
Susan Douglas
Amanda Heyser
Robert Hill, Ed.S.
Gail Jacobs, Ed.D., Vice-Chairperson
Sharon Lynch
Dr. Ida Malian
Kathy McDonald
Leanne Murrillo
Laura Schweers
Kim Skrentny
Ralph Tillapaugh
Kay B. Turner, Ed.D, Co-Chair
Valerie VanAuker
Nancy K. Williams, Co-Chair

Others Present

Cyndi Bolewski, ADE/ESS
Valerie Andrews-James, ADE/ECSE
Joan McDonald, ADE/ESS
Jeannette Zemeida, ADE/ESS
John Copenhaver, Technical Assistance for
Excellence in Special Education

Members Absent

M. Diane Bruening, Ed.D.
Kimberly A. Peaslee

Minutes Approved (As Read)(As Amended)

Chairperson: _____

Signature

Date

Topic	Discussion	Outcome
1. Call to order.	Nancy Williams, Co-Chair, called the meeting to order at 9:35 a.m.	1. None.
2. Approval of November 15, 2011 minutes.	<p>The following changes were made to the minutes:</p> <p>Dr. Ida Malian recommended that the separate document containing questions asked during “Common Core Standards/Assessment”, a standing agenda item, be titled “Addendum to the Minutes”.</p> <p>Dr. Ida Malian made a motion which was seconded by Dr. Kay Turner to approve the minutes of the November 15, 2011 meeting as amended.</p> <p>The motion was approved.</p>	2. Motion carried.
3. Public Comment.	Dr. Kay Turner welcomed the public in attendance. She explained to those present the procedures for making a comment. Anyone wishing to comment on an agenda item was asked to fill out a brief questionnaire stating which agenda item they wished to comment on. That person would then be called on when that item was discussed. Anyone wishing to comment on an item not on the agenda was asked to come forward at that time.	3. None.
4. Parent Information Network Presentation.	<p>Joan McDonald, Deputy Associate Superintendent, Arizona Department of Education, Exceptional Students Services (ADE/ESS) reported on recent Parent Information Network (PIN) activities.</p> <p>The PIN was restructured October 1, 2011. Becky Raabe is no longer the PIN Coordinator. The PINs (Parent Information Network Specialists) have been assigned to one of the ESS offices in Phoenix, Tucson, or Flagstaff. The PINs’ job responsibilities haven’t changed. They still work with parents and conduct trainings.</p> <p><i>[Robert Hill arrived at 9:40 am.]</i></p> <p>Many of PIN resources on the ADE/ESS website were outdated so they have been pulled and are being reviewed and updated. They will be reposted once this is done. The resource information document, “The Blue Pages” has been updated and placed on the website.</p> <p>2010 – 2011 Summary of Activities Phone Calls – 3,872 E-mail – 2,160 1:1 Consultation with Parents – 175 1:1 PEA Consultations – 1,318 Exhibitor at Conferences – 65</p>	4. None.

Topic	Discussion	Outcome
	<p>Presented at Trainings/Conferences – 249</p> <p><i>[Ralph Tillapaugh arrived at 9:48 am.]</i></p> <p>In response to a question by a Panel member, Ms. McDonald informed the Panel that PINs are tracking the topics and issues addressed in their phone calls.</p> <p>Ms. McDonald reported that the ESS Consultant of the Day (COD) will also be tracking topics and issues. The COD is an ESS staff member that has volunteered to handle general questions that come in to ESS throughout a work day. This is a new project so she didn't have any results for the Panel. Ms. McDonald will report back to the Panel at the May SEAP meeting.</p> <p>In response to a question by a Panel member, Ms. McDonald informed the Panel that PINs coordinate with community partners. One of their frequent training partners is Raising Special Kids.</p>	
5. Raising Special Kids Presentation.	<p>Chris Tiffany from Raising Special Kids spoke to the Panel.</p> <p>Raising Special Kids (RSK) is the Parent Training and Information Center for the State of Arizona. They operate under Part D of The Individuals with Disabilities Education Improvement Act (IDEA). They are accountable directly to the Office of Special Education Programs (OSEP).</p> <p>RSK is a nonprofit organization which has been in existence about 30 yearS. It is staffed and led by parents of children with disabilities.</p> <p>The services provided are at no cost to families. Resources are available in English and Spanish.</p> <p>RSK goals are:</p> <ol style="list-style-type: none">1) Provide training and information to effectively meet the needs of parents of children with the full range of disabilities.2) Assist underserved parents, including parents of children with limited English proficiency and parents living in rural communities.3) Conduct activities which enhance collaboration and systems change with state agencies, professionals and community partners. <p>Trainings include: transitioning from Part C to Part B services, preparing for the IEP and</p>	5. None.

Topic	Discussion	Outcome
	<p>parental rights in special education.</p> <p>Another service provided by RSK is individual consultations. Family members can go to the RSK office and meet with staff members who can help them understand the IEP paperwork. Staff members can also coach them on how to interact with their IEP team members.</p> <p>The IEP Partner is a service to facilitate and promote the effectiveness of the IEP team in achieving collaboration, effective parental participation and communication, problem-resolution, and support for all members of the team. The decision to attend a meeting is made on a case-by-case basis depending on the unique circumstances of each situation. Nearly 100 IEP meetings were attended last year.</p> <p>RSK has a comprehensive database where each call and each issue is logged. The area is tracked by the office that receives the call.</p> <p>The hot topics for RSK are Behavior, Eligibility and Positive Collaboration among team members.</p> <p><i>[Amanda Heyser arrived at 10:05 am.]</i></p>	
6. Common Core Standards/ Assessment.	<p>Dr. Leila Williams, Director, Arizona Department of Education, Alternate Assessment and Audra Ahumada, AIMS A Coordinator updated the Panel on the development of the assessments for the Common Core Standards.</p> <p>Dr. Williams provided the Panel with review information for Partnership for Assessment of Readiness for College and Career (PARCC). The handouts provided a written review of information discussed at previous SEAP meetings: the history of the PARCC creation and its vision; information on The National Center and State Collaborative (NCSC); and the assessment flowchart outlining the testing timeline.</p> <p>PARCC Update</p> <p>Dr. Williams is a member of the Accessibility work group for PARCC. The group is looking at the type of items to assess students. Accessibility and universal design are being looked at to ensure that the items developed can be incorporated to make them accessible to students with disabilities and English Language Learners.</p> <p>The assessments will be online so there is a lot of focus on researching infrastructure in each of the states in the consortium. Online testing can be created to focus on the specific child taking the assessment.</p>	6. None.

Topic	Discussion	Outcome
	<p>A Request for Proposal (RFP) is currently out for programmers and companies to begin building the assessment programs.</p> <p>NCSC Update</p> <p>Ms. Williams and Ms. Ahumada are involved in three of the workgroups that address the national assessment: development of the assessment, curriculum and instruction and professional development.</p> <p>A Community of Practice (COP) consisting of approximately 43 teachers in Arizona has been created. The members of the COP are tasked with identifying test materials related to curriculum and instruction for students who will be taking the 1 percent assessment (currently known in Arizona as AIMS-A).</p> <p>COP teachers will be attending periodic training webinars. They can then share the information with other teachers. The teachers are getting this information a year prior to the new assessment test so that they will be familiar with the changes that will be happening. The Alternate Assessment unit is setting up newsletters, hosting webinars, and posting information on the ADE website so that teachers will have access to this information ahead of the test.</p> <p>The items that will be on the test for the 1% population are research-based and have been studied by individuals from the University of North Carolina and The National Center for Educational Outcomes. The items have also been studied with students in the 1% population in regards to lesson plans.</p> <p>Dr. Williams clarified that PARCC addresses the AIMS assessment for the general population of students and NCSC focuses on the students who take an alternate assessment. Part of the whole assessment cycle is ensuring that if the students are provided good instruction on the standards, then it is expected that the students can show what they know on the assessments.</p> <p>The assessment specialists and an ADE transition specialist recently traveled to Virginia to attend a meeting that focused on transition in each state. What is happening for transition and what are the plans for college and career readiness? What does this mean for students with disabilities? This would include students who take the general assessment as well as the alternate assessment. One of the commitments out of that meeting was that everyone would come back to their state and begin having a discussion. This is the next part of the planning process. What students do beyond high school is very important.</p> <p>ADE/Assessment has partnered with the University of Arizona. They have a program and a</p>	

Topic	Discussion	Outcome
	<p>grant right now for students with significant disabilities who are attending university classes. They currently have 10 students who are attending their program.</p> <p>Dr. Williams also serves on the Technology Committee for NCSC. Student security is one of the items that are being discussed. Security is the biggest concern. They want to find systems for how each state will access the “platforms”. How do states share data but maintain security of their own data?</p> <p>Arizona has an advantage in this area since AIMS A Assessment is completely online. ADE is constantly scrutinizing who is logging in and who has access.</p> <p>Dr. Williams and Ms. Ahumada answered questions from the Panel. See Addendum for 1-17-2012 SEAP Meeting.</p> <p>Ms. Ahumada described some of the user-friendly aspects on the common core standard information that will be posted on the ADE website. There will be a lot of resources listed to support teacher learning as well as student learning.</p> <p>The alternate assessment has passed Peer Review. AIMS A is completely developed at the Arizona Department of Education. Dr. Williams plans to interview parents regarding their understanding of the alternate assessment.</p> <p>Ms. McDonald informed the Panel that the majority of funds from the American Recovery and Reinvestment Act (ARRA) funds were used to increase technology within school districts.</p> <p>Arizona just received the Race to the Top Grant for \$25 million. Part of that is to be used to build the infrastructure needed.</p> <p>Panel members discussed obstacles districts will face in getting all of their students tested within a 14 day testing window.</p> <p>Assessment staff is available to groups regarding alternate assessment training.</p>	
7. Special Education Advisory Panel (SEAP)	<p>Ms. Williams informed the Panel that she was moving “Review of By-Laws/Recommendations for Change and Approval up on the agenda.</p> <p>John Copenhaver, Director of Technical Assistance for Excellence in Special Education (TAESE) had recommended several updates to the by-laws and was currently attending the meeting. Ms. Williams asked the Panel to review his recommendations and to make their own recommendations for changes.</p>	7. Motion 1 carried. Motion 2 not approved.

Topic	Discussion	Outcome
	<p>Ida Malian made a motion, which was seconded by Sue Douglas, to discuss changes to the SEAP by-laws.</p> <p>The motion was approved.</p> <p>Panel members discussed changes to the by-laws.</p> <p><i>(Lisa Bernier left the meeting at 11:10 am)</i></p> <p>Ron Clanton made a motion, which was seconded by Dr. Ida Malian to “approve the changes as discussed by SEAP members – to include minor grammatical and spelling corrections and approve the by-law’s changes by two-thirds votes of the members”.</p> <p>Panel members requested a written copy of the by-laws, with changes, prior to approving the edited by-laws.</p> <p>The motion was not approved.</p> <p>A draft of the changes to the by-laws will be provided to the Panel at least 15 days prior to the March SEAP meeting so they can review the changes.</p>	
8. Arizona Department of Education (ADE), Exceptional Student Services (ESS)	<p>Ms. McDonald gave the Panel a verbal report on the draft results included in the FFY 2010 Annual Performance Report (APR) due February 1, 2012. Ms. McDonald plans to send an Executive Summary of the results to the Arizona State Board of Education after it has been submitted to the Office of Special Education Programs (OSEP) on February 1.</p> <p>Indicator 1: Graduation Rates Target: 80% Results: 65.8% (2009 results: 64.9% -- progress made) Trend data indicates continuous progress since ADE first started submitting the reports in 2006. The first reported results were 60.4%. The results are based on a 4-year co-hort.</p> <p>Ms. McDonald informed the Panel that Arizona is going to be applying, under the Elementary and Education Act (ESEA), for a flexibility waiver. However, the discussion with OSEP has just started so the process may take awhile.</p> <p>Indicator 2: Dropout Rates Target: <5% Results: 4.7% (2009 results: 4.8% -- progress made) Arizona has increased the number of students with IEPs staying in school.</p>	8. Motion carried.

Topic	Discussion	Outcome
	Indicator 3: Assessments	
	3A Target: 25% Results: 1.39% (2009 results 2.7% -- did not make progress)	
	3B Target: 95% Math; 95% Reading	
	Results: Math Participation: 97%; Reading Participation: 95%	
	3C Target: 61-65% (based on grade levels) Results: Did not meet target but made progress	
	Indicator 4: Suspension and Expulsion	
	4A Target: <1.3% Results: .34%	
	4B Target: 0% Results: 0%	
	Indicator 5: School Age Least Restrictive Environment (LRE)	
	5A Target: 54% Results: 60%	
	5B Target: 14.5% Results: 14.8%	
	5C Target: 1.7% Results: 2.6%	
	Indicator 7: Preschool Outcomes	
	Arizona met targets in all 6 of the indicated areas and made progress in 2 of the areas.	
	Valerie Andrews-James, Director, Early Childhood Special Education (ECSE) cautioned the Panel that the results were based on Arizona's use of 4 separate assessments.	
	Indicator 8: Parent Involvement	
	Target: 50% Results: 57% (2009 results 85%; surveys different districts each year)	
	Indicator 9: Racial/Ethnic Disproportionality	
	Target: 0% Results: 0% (the results have been reported at 0% since 2006)	
	Indicator 10: Racial/Ethnic Disproportionality by Disability	
	Target: 0% Results: 0%	
	Indicator 11: Evaluation Timelines	
	Target: 100% Results: 97% (2009 results: 96%; progress was made; in 2006 the results were at 84%; Arizona is improving)	
	Indicator 12: Early Childhood Transition	
	Target: 100% Results: 99% (there were 8 districts out of compliance; all districts have completed their corrective action plans)	

Topic	Discussion	Outcome
Indicator 13: Secondary Transition		
Target: 100% Results: 89.2% (2009 results: 90%; did not make progress)		
Indicator 14: Post School Outcomes		
14A Target: 14% Results: 13.6% (surveys different districts each year)		
14B Target: 48.65% Results: 46.5%		
14C Target: 71% Results: 68% (2009 results: 70%; did not make progress)		
Panel members had a discussion regarding students who aren't counted in this survey because they do not fit into the designated categories. Many individuals have personal successes after leaving high school, such as volunteering, self-employment, or homemaker. None of these are included in the survey.		
Dr. Malian made a motion that was seconded by Mr. Clanton to "Advance a list of additional successful post-school outcomes for presentation to OSEP by the Deputy Associate of Superintendent of Exceptional Student Services".		
Panel discussion followed.		
Motion approved.		
This item will be included for discussion on the March SEAP Agenda.		
<i>[Robert Hill left the meeting at 2:45 pm.]</i>		
Indicator 15: Effective General Supervision		
Target: 100% Results: 98.8% (2009 results: 95%; made progress)		
Indicator 16: Complaint Timelines		
Target: 100% Results: 100%		
Indicator 17: Due Process Timelines		
Target: 100% Results: 100%		
Indicator 18: Resolution Session Effectiveness		
Target: 75% Results: 56% (2009 results: 44%; made progress)		
Indicator 19: Mediation Agreements		

Topic	Discussion	Outcome
	Target: 84% Results: 69% (2009 results: 85%; did not make progress)	
	Indicator 20: State Reported Data Target: 100% Results: Did not meet target; did not make progress due to some data reporting problems.	
	Ms. McDonald will present an Executive Summary of the Indicators at the March SEAP meeting. Panel members will not get a hard copy until Arizona receives feedback from the February 1, 2012 submission. Arizona will have until April 1, 2012 to submit any changes requested by OSEP.	
	Ms. McDonald gave the Panel a brief overview of General Supervision. She provided the Panel with a copy of the 2011-2012 Monitoring Type Decision Worksheet used by ESS to determine the level of monitoring a PEA will be subjected to.	
	Arizona uses a six-year monitoring cycle due to the number of PEAs in the state. Ms. McDonald explained the cycle and the parts of a monitoring that take place in each year. One-sixth of the PEAs are scheduled for an onsite monitoring each year. In School Year 2011-2012 there were 115 of approximately 600 PEAS scheduled to be monitored.	
	Onsite monitoring takes place in year 4 of a PEA's monitoring cycle. There are 3 levels of on-site monitoring: data analysis, self-assessment or on-site. Indicators and other identifiers are broken into 5 categories and each category is scored. The final score determines the monitoring type for the PEA.	
	Ms. McDonald explained the ESS Monitoring Model and the factors used to determine the level of monitoring needed.	
	As of the January SEAP meeting ESS was through half of the monitoring schedule for SY 2011-2012.	
	The second part of the Principals Institute is scheduled for March 1 in Phoenix, March 8 in Tucson and April 3 in Flagstaff. PINS will be presenting in this section of the Principals Institute.	
	<i>[Gail Jacobs left the meeting at 3:10 pm.]</i>	
	There is continued training throughout the state on research-based strategies for Autism. That population has significantly risen in Arizona. Arizona is at 1:81 births. The National average is 1:100.	

Topic	Discussion	Outcome
	<p>ESS is working with multiple school districts in the state on research-based strategies to improve math outcomes for students with disabilities.</p> <p>There are also about 15 districts receiving Multi-Tiered Behavior Intervention (MTBI) training.</p>	
9. Early Childhood Special Education (ECSE)	<p>Valerie Andrews-James, Director, Early Childhood Special Education (ECSE), updated the Panel on ECSE activities.</p> <p>Ms. Andrews-James provided Panel members with a draft of the January 2012 ECSE newsletter which will soon be available on their website: http://www.azed.gov/early-childhood/preschool/. She reviewed several of the newsletter articles in her report to the Panel.</p> <p>The Arizona Department of Education Early Childhood Unit works closely and assists the ESS specialists with monitoring of ECSE as part of the ADE/ESS comprehensive monitoring process ages 3 through 21. The data review will now also include Early Childhood Outcomes/GOLD Data.</p> <p>A regional roll-out of the <i>Program Guidelines for High Quality Early Education</i> has workshops occurring all over the state. The training dates can be found on the Early Childhood webpage: http://www.azed.gov/early-childhood/. This workshop was developed in partnership with First Things First.</p> <p>The first Lighthouse Program to be featured in the ECSE newsletter is the Laveen District's award-winning preschool program.</p> <p>The ADE Early Childhood Education Division will again be co-sponsoring the Arizona Division of Early Childhood (AzDEC) Spring Conference. This year the conference will have Lillian M. McCuen, M.A. from Temple University presenting on CARA's Kit. This is a phenomenal resource that has been endorsed by DEC and the National Association for the Education of Young Children (NAEYC). This tool is designed to assist early childhood personnel improve the learning environment and children's participation in the educational setting through the use of adaptations. The conference is scheduled for March 31, 2012.</p> <p>Last October marked the 25th Anniversary of the Individuals with Disabilities Act (IDEA) Part C (early intervention birth to 3 programs) and Part B Section 619 (preschool 3-5 year old programs). The January edition of the Early Childhood newsletter contains a link to an anniversary video created at the federal level.</p>	9. None.

Topic	Discussion	Outcome
	ECSE worked on the process and procedures for referrals for children who live in unorganized territories. ECSE is paying for school districts to conduct the initial evaluations for those children until they are assigned to a school district. ECSE is the local education agency (LEA) for the Havasupai Tribe. They have contracted with a therapy company to provide early childhood services for 3-5 year olds. The services began in August 2011.	
10. Special Education Advisory Panel (SEAP)	<p>Panel members were provided a copy of the SEAP Annual Report prior to the January meeting. Ms. Williams informed the Panel that changes suggested at the November 2011 SEAP meeting had been incorporated into the document. She thanked Valerie VanAuker for her work on the document.</p> <p>Sue Douglas moved and it was seconded by Dr. Ida Malian to approve the FY 2010-2011 Special Education Advisory Panel Annual Report.</p> <p>Panel members recommended punctuation and spelling corrections.</p> <p>The motion was approved.</p>	10. None.
11. Members Reports from the Field	<p>Dr. Ida Malian informed the Panel that the School Facilities Board website has an Arizona School Design primer. It is a research-based primer on how to renovate current construction of buildings. It contains information on student learning, natural lighting and retaining teachers in a sustainable building.</p> <p>The website is azsfb.gov.</p>	11. None
12. Adjournment.	<p>The next SEAP meeting is scheduled for March 6, 2012. It will be held at the Arizona Department of Education located at 2005 N. Central Ave, Phoenix, AZ.</p> <p>The meeting was adjourned at 3:32 p.m.</p>	12. Adjournment.